

IMMEDIATE EFFECT OF SUPERVISORY
EXPERIENCES ON COUNSELOR CANDIDATES

By
ROBERT MARTIN BLANE

A DISSERTATION SUBMITTED TO THE FACULTY OF GRADUATE
COLLEGE OF THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA
August, 1947

ACKNOWLEDGMENTS

Heartful acknowledgment is extended to the following:

Dr. Ted Lamberson, chairman of the writer's doctoral committee, for his encouragement, invaluable suggestions, guidance, and understanding.

Dr. Wayne Anderson and Dr. Harry Switzer, members of the writer's doctoral committee, for their ready assistance, critical encouragement, and their cordials as judges.

Dr. James Hyster for his willingness to listen, his advice, and assistance as a judge.

The authors of the 1945-1947 Webster's Dictionary who served as subjects and Dr. Miss Evelyn Williams and Miss Patricia Jones who served as their assistants.

Linda, the writer's wife, for her never ending encouragement, support, and understanding.

TABLE OF CONTENTS

| | Page |
|---|------|
| ACKNOWLEDGMENTS | 1 |
| LIST OF TABLES | 12 |
| LIST OF FIGURES | vi |
| Chapter | |
| I INTRODUCTION AND REVIEW OF RELATED LITERATURE | 1 |
| Introduction | 1 |
| Review of Related Literature | 2 |
| II EXPERIMENTAL DESIGN OF THE STUDY | 14 |
| The Sample | 17 |
| Instruments | 18 |
| Method of Procedure | 20 |
| Treatment of the Data | 22 |
| III ANALYSIS OF THE DATA | 43 |
| Analysis Results | 43 |
| Discussion | 44 |
| Summary | 45 |
| IV SUMMARY AND CONCLUSIONS | 45 |
| Summary | 45 |
| Implications and Recommendations | 47 |
| APPENDICES | 79 |
| A. REPORTING UNDERSTANDING OF INTERPERSONAL PROBLEMS (Charles R. Sheriff's Scale) | 79 |
| B. INSTRUCTIONS TO SUBJECTS | 79 |
| REFERENCES | 79 |

LIST OF TABLES

| Table | | Page |
|-------|---|------|
| 1 | Age and Sex Distribution of Subjects for Three Treatment Groups | 33 |
| 2 | Judge's Ratings of Training Samples | 33 |
| 3 | Judge's Ratings of Study Sets Samples | 41 |
| 4 | Pre- and Postoperational Group Means and Standard Deviations for Measures of Semantic Understanding | 44 |
| 5 | t Tests of the Differences Between Pre- and Postoperational Groups Determined by Scores | 46 |
| 6 | Analysis of Variance Summary Table of Semantic Understanding Scores | 46 |
| 7 | t Tests of the Differences Between Treatment Groups, Using t Scores | 48 |
| 8 | t Tests of the Differences Between Pre-Operational and Postoperational Semantic Understanding Scores for Treatment Groups | 48 |
| 9 | Correlation Coefficients of the Relationships Between Pre- and Post-operational Semantic Understanding Scores and Seven SPSS Variables for All Thirty Subjects | 50 |
| 10 | Group Means and Standard Deviations for Each of the Seven SPSS Variables | 51 |
| 11 | t Tests of the Differences Between Positive, Negative, and No Separation Groups on Seven SPSS Variables | 53 |
| 12 | Correlation Coefficients of the Relationships Between Pre- and Postoperational Semantic Understanding Scores and Seven SPSS Variables for the Negative Separation Group | 58 |

LIST OF TABLES--Continued

| Table | Page |
|--|------|
| 13 | |
| Correlation Coefficients of the Relationships Between Pre- and Post-supervision Speech Understanding Scores and Seven DFFS Variables for the Positive Supervision Group | 57 |
| 14 | |
| Correlation Coefficients of the Relationships Between Pre- and Post-supervision Speech Understanding Scores and Seven DFFS Variables for the No Supervision Group | 60 |

LIST OF FIGURES

| Figure | | Page |
|--------|--|------|
| 1 | Group Changes Between the Pre- and Post- quarantine Non-Spatially Subdividing States | 40 |

CHAPTER I

INTRODUCTION AND REVIEW OF RELATED LITERATURE

Introduction

Since 1948 with the advent of the National Defense Education Act (N.D.E.A.), Title V, great amounts of effort, money and time have been spent to provide special training for counselors or teachers preparing to become counselors. Today, the N.D.E.A. Counseling and Guidance Institute continues as a most vital lifeline in the education of counselors. These institutes will support for 1,400 students preparing to become counselors in 1952-53 (U.S.D.E., 1947).

Over the years N.D.E.A. Counseling and Guidance Institute programs have significantly contributed to theory and practice in counselor education. Many suggestions regarding the improvement of programs for preparing counselors have come from both students who have participated in Institutes and from faculty members involved directly with these Institutes. For, in a recent article (Lisher, 1946, p. 76) a counselor educator stated:

Significant evaluative research is needed to establish objectives... We know more of the changes quantitated undergo during preparation programs, but we have not clearly identified the causes of such changes. This need is particularly acute for supervision. Needed are clear statements as to what leading-off does not equate with supervision, its supply, present-outcome research is needed to indicate the supervisory variables which are independent variables of desirable counselor behavior.

Of all the areas contributing to the preparation of counselors one area, practical experience and supervision appears to be of most concern to students as well as most helpful for them. It provides a unique academic opportunity to explore oneself and enhance growth as a counselor. Brown and Arnold (1965) found that between one-fourth and one-third of a group of fifty counselors in training considered their supervised counseling experience as a suggestion for improvement of counselor preparation program. One year after completing an S.S.C.A., Counseling and Guidance Institute, students rated field work as the most valuable aspect of their education (Jester, 1962). Friedman (1965) found that students who had had supervisor preparation expressed a need for additional and intensive professional experience. In a similar vein, Brown and Evans (1966) reported that students indicated great concern and need for internship under a qualified supervisor. Two years after the end of a S.S.C.A. Institute, students indicated that the counseling practicum was the most meaningful experience they had encountered (Ranger, Brown, and Jackson, 1964).

Not only students perceive practicum and supervision as a vital aspect of counselor education. Bankerian (1966) stated that an important area in counselor training program which needs critical evaluation is the supervised experience. Frye (1960) was that critical supervisor of the counselor's interview performance so that the counselor could learn from this experience was vitally important to counselor education. Using both the American Personnel and Guidance Association's statement in Standards for the Preparation of School

(Gardner, 1961) which calls for control of supervisor behavior on a productivity one-fourth of the entire counselor education program and the American Psychological Association's Division of Counseling and Guidance (1951) statement which states that the supervisor is in control occupies the most important phase of the whole process of training in counseling. Malt and Barker (1960) felt that the challenge is to control supervisor supervision in total process. Malt, Hanger and Beck (1960) considered the supervisor counseling practice to be the core of the counselor training program. Peters and Hansen (1960) went one step further and stated that both the practical design and careful supervision of counselor candidates in the counseling practice become the critical phases of a superior counselor education program. Hansen and Barker (1960, p. 111) went to sum up the feelings of most counselor educators. "The real task ahead for research is to specify further the specific types of supervisor behavior and evaluate their relevance to counselor education."

The profession has begun with a central role in counselor education that supervision has correspondingly emerged as one of the more critical phases in the preparation of counselors. A few recent articles have focused on the theoretical aspects of the supervisory relationship in counseling practitioners (Gardner and Brown, 1953; Arkowitz, 1954; Clark, 1955; Gysbers and Johnston, 1956; Johnston and Gysbers, 1956; Malt and Barker, 1960). In addition, some attempts have been made to define the role of the practical supervisor (Arkowitz, 1955; Arkoid, 1955; Gysbers and Johnston, 1956; Patterson, 1956; Peters

and Fennell, 1953; Truitt, 1954; Truitt, 1959). However, empirical research has been reported regarding supervisory behavior and the supervision of the classroom by teachers placed in the supervisor's position in classroom situations. Cook and Fennell (1960, p. 323) aptly express the problem.

While no articles were found which reported empirical studies on the job, a considerable number of writings have treated supervision of classroom situations primarily from theoretical or the theoretical way. Little has been reported in the empirical approach; a few empirical studies concerning the problems associated with the supervision of the supervising process, supervision in the classroom or the role of supervisor. The scarcity of empirical studies in this area has caused the need for studies in this important area of the educational study on supervision.

Both the American Personnel and Guidance Association (1953) and the American Psychological Association (1952) provide recommendations along which would be determining the functions of effective supervisory roles. The supervisor should occupy in the following broad categories: (1) planning of duties and tasks for student treatment; (2) evaluating and selecting for achievement; (3) criticizing classroom performance; and (4) instructing.

In summary, although the practitioners and therefore supervisors have attained a degree of skill in the major position in classroom education, little empirical research has concerned itself with the supervisory area. While both students and classroom situations are the focus for more quantity as well as quality of supervision, the literature was dealing primarily with theory in the direction of empirical research. Writers were saying what supervision was or should be rather than empirically investigating what supervision did or could do.

The purpose of the present study is to investigate the effect of the supervisory presence on the students' learning outcomes. Specifically, the study aims to investigate the effect of the supervisory presence on the students' learning outcomes, as measured by the students' learning outcomes.

Review of Related Literature

Angelo (1982, p. 122) made a general statement on the benefits of supervision for supervisors. "By feeling more confident in their teaching experiences, by being in control of the learning process, and by being in control of the learning process, they will be able to provide more important contributions." However, good supervision is not done in the same way by different people, and different people have their own perceptions of how the content and the learning process should be. Evans (1981) showed that there are three factors that affect the quality of supervision: the quality of the supervisor, the quality of the student, and the quality of the learning process. The following section reviews what supervisors are doing about supervision.

In the field, supervisors seemed to be more concerned with ways to improve supervision. Along with this aspect, there were beliefs about what supervisors should be or should do. For example, supervisors should be able to provide a safe learning environment, especially for the students. Brown and Brown (1981) found that supervisors should be able to provide a safe learning environment. This device was to allow supervisors to adjust directly to the student as the student was perceived to be. The device was that a system could be developed

Feedback. While the facilitating supervisor should encourage positive feedback is the student only, the effective supervisor should provide feedback (other than the student) and the supervisor should encourage the student to provide feedback to the supervisor.

In a second different view, Vignoles (1983) observed that in evaluating a supervised problem, a supervisor should consider the use of subjective and objective data and providing advice. While implementing this method he noted that he could not fully identify with clients but was better equipped to assist them. In making a final judgement concerning the student's performance, counselling should be given seriously and honestly. The supervisor will make possible professional growth to the student and supervisor. He further was experienced in seeing the student's progress and growth as well as to help identify areas of weakness (He noted the student's and supervisor's). Anderson and Brown (1980) in their study of the supervisor should also be honest, direct, and neutral. They also noted the process of the student-supervisor interaction. In the first stage of the process of supervision, the supervisor is the one who is the supervisor. The supervisor presents the case from his viewpoint and the student's view is played. The supervisor evaluates the record from the student's facilitating or inhibiting factors to the consultation and the supervisor works with the trainee toward a goal of understanding the nature and extent of the trainee's interview behavior.

As a way to affirm the need for direct and honest feedback, before utilizing the supervisor, as well as to provide support,

evaluation of efficiency or cost effectiveness. In the literature, the supervisor is seen as an intermediary or mediator between the student and the patient. It is felt that the presence of the supervisor, who is not a patient, reassures and also makes them feel less uncomfortable. The supervisor can not assume his responsibility for evaluating the activities. Based on studies (200) therefore, he has suggested recommendations to be made by the supervisor. The student was seen as a patient (201) giving the supervisor using his expertise of the activities performed.

It would seem that the literature of the 1970s reflected nursing supervision, was severely lacking in including the student's perspective. Further, it appears that the problem was not a "learning process" rather than the place where growth is and the student should take place. Students seemed to be not, or have not, do or what was expected of them. They were rather (1) given, (2) given, or asked to participate in formulating plans.

The literature on supervision in the 1980s has been somewhat different than the previous decade. The majority of the studies are that a few more experimental studies have been conducted and students have been asked for their opinions. It is interesting to note National Defense Counseling and Guidance Institute (202) (1988) have been responsible for these changes, if for no other reason than just the availability of large numbers of full-time students.

It is a study using supervisors' reactions to supervision, including practicing students, Wells and Foster (203) (2000) interviewed in the North Central Region of the United States. The study

primarily as the computer rating was the students' impression of supervisor behavior. The supervisors also appeared and appeared their behavior that rather than the closing stages of the interview.

As an example of using students' opinions, Johnson (1984) during a research study on the supervision of students asked the students what they expected of their supervisor. He reported that the students felt that the supervisor acted as an evaluator of their performance. To a lesser extent, the supervisor was also responsible for recommending a grade for the student in the final course evaluation. Johnson and Moore (1984) conducted a workshop for supervisors and students ("Supervisor Role Analysis Form") to MS program students who were in various stages of their training. The results clearly indicated that the common view of supervisors with the conceptual picture of the supervisor role is generally instructional. The authors stated that this view of supervisor role is strongly indicated in the literature. The results also indicate that the supervisor's role is primarily instructional. However, if the supervisor is not doing anything very much to be done, the authors stated.

In a study involving 15 graduate students at Colorado State University, Miller (1984) conducted a study on the supervision of students. He attempted to identify what was most important to students in their supervision of good and poor supervisors. He asked the students to rate and provide a list of characteristics of good or poor supervisors. Miller and Miller (1984) found that

attending the R.S.D.A. National and University Institutions) and variety of strategies, investigated the hypothesis that supervisors' perceptions of a candidate's focus of concern will shift as a result of his supervisory experience. The focus will move toward himself and from the direct object when the supervisor uses primarily nonappreciative supervisory methods. Each subject completed a twenty-five-item questionnaire designed to measure a candidate's focus of concern. Twenty subjects acted as twenty-minute supervisors in nonappreciative situations, and twenty subjects acted as five-minute supervisors in appreciative situations. The hypothesis was supported by the results.

A few articles, reminiscent of those in the early 1950s, which seemed more concerned with explaining supervisory behavior, were also published. What supervisory methodology, according to the *Journal of Management* (1954) felt that supervision is a process which varies with the situation, individual supervision. In the group situation, he is looking for candidates to join that others have the same focus and attitude that they do. Therefore, he agreed that the candidate in group supervision should feel secure and free to express himself. In a similar manner, Brown (1955) and Bryman and Macgregor (1956) were concerned with the idea of supervising in group situations.

That the protection and supervision are seen as aiding individual growth rather than just being "protecting growth" for a candidate is in such ways is evident in the literature. Peters and Morris (1960) saw the control purpose of the controlling process as attending the

developmental opportunities. (ii) viewing the student's behavior in itself as a person. Davis (1984) and his colleagues (1984) on help supervision became really fruitful, providing a new dimension rather than invisible experiences for the students. (iii) training should be centered on the process of "being with" rather than on obtaining individual. (iv) goals and should be more process oriented, all theoretical counseling positions, and (v) attention to personality should be focused on feelings, attitudes, and personality issues the eyes of the client (patient). Training in supervision is also viewed as a therapeutic process by Truitt, Darling¹¹, and others (1987). They see this as a learning process which leads to self-realization and personal life changes.

Many articles in the plot are dealing with it. The more that think smartly about what happened in the 1930s, the more they are aware of the importance of the 1930s. This appears to have caused a number of scholars to think of the 1930s and then just repeat one another. While scholarly research is important and perform a much necessary task, it would certainly be important and perhaps a much necessary task, it would certainly be important and perhaps a much necessary task, it would certainly be important and perhaps a much necessary task.

Feldman (1984) stated that supervision is not quite the same thing as supervision, while not actually being the same as supervision in psychotherapy, is closer to that which occurs in surveillance, control, and discipline than that which occurs in classroom teaching. He (1984) concluded that supervision should be distinguished. This was followed by Fox, Garfield, and Gendy (1984), who also viewed supervision as

being there to help" (Kluger, Clark, 1988, p. 100). In contrast, Karpavicius (1988) is essentially a teaching situation in an analysis setting. However, Artushkin (1988), felt that the supervisor must monitor the counselor's progress about the counselor's performance. To the contrary, Karpavicius (1988, p. 117), and Kucharski (1981), also stated that supervision is a teaching situation, though it goes beyond just this and should focus on the personal feelings of the supervisor, and Brown and Moore (1980), who stated that the supervisor has a teaching role which he must accept.

Ray and Finn (1984) assumed a dual role for the supervisor. He must evaluate the counselor's performance (which put them with Artushkin and Clark) and help develop counselor self-awareness (which put them with Patterson and Brown and Cardwell). Levine (1985, p. 11) stated the supervisor plays a major role in helping counselors become acquainted with the supervision experience. He appears to be in agreement along with Artushkin, Ray and Finn, and Clark, that supervisors are responsible for helping to develop self-awareness on the part of the counselor candidate.

Patterson (1984) felt that the counselor should be self-aware, respected, and understood so that he may be free to use his relationship with his client and helper, aware of his responsibility in supervisory relationships. It should be noted in which the supervisor is Christened. Baker (1984) questioned Patterson's view and stated that it was not possible for there to be used to promote growth. In fact, Baker and Butler (1986, p. 101) seemed to have a different view. They stated:

Wiederholungs-Lern (Repetition Learning) ist eine
wiederholende und systematische, langfristige
Anwendung der verschiedenen Lernmethoden. Es
ist ein Prozess, bei dem die verschiedenen Lernmethoden
an verschiedenen Stellen des Lernprozesses
angewendet werden. Es ist ein Prozess, bei dem die
verschiedenen Lernmethoden an verschiedenen
Stellen des Lernprozesses angewendet werden.
Dieser Prozess ist ein Prozess, bei dem die
verschiedenen Lernmethoden an verschiedenen
Stellen des Lernprozesses angewendet werden.

A great deal more will not research (examined) on health and
the perspective and greater understanding of (examined) health and
general satisfaction because of, during, and after (examined) health and
possible. However, there appears, despite the fact of (examined) health
and, to be a feeling on the part of many researchers, that the point
and of supportive research on health (examined) health and health
probably inhibits it.

Recently there has been an increasing interest in positive ex-
periences. Considerable writing has appeared under the headings of
positive human experience (Lundberg, 1961, 1964), peak experiences
(Maslow, 1951; Loeber, 1948), ecstasy (Lewin, 1941), and transcending
functioning (Priestly, 1964). Maslow (1954) has shown that in the in-
ternational sciences there has been a growing interest in psychology of
health and in positive experience that is associated with psychological
and health. In fact, the interest in the human and sciences has been
and from research on the negative, as represented by Freud, and be-
cause an emphasis on the positive, as represented by Maslow.

Of the more systematic research, that most appears to be the
study has been Lundberg's (1961, 1964) work. He suggests that health
can be categorized into three positive human experiences that can be
classified

(1) *Describe a, a function $ac(A, B)$,
 the relationship between A ,
 the *agent* and *supervisor* of *action*,
 the *agent* and *supervisor* of *action*,
 the *agent* and *supervisor* of *action*,
 the *agent* and *supervisor* of *action*,
 the *agent* and *supervisor* of *action*,
 the *agent* and *supervisor* of *action*.*

Lendin's social intelligence is based upon a set of three
 that is involving a relationship of the person with (1) the natural
 world, (2) another person or persons, and (3) the self.

Of the three categories, the human relationship (social) is
 the most recent or most significant aspect to add to the social
 world's conception that a positive supervisory aspect cannot be
 a catalyst to grow and become more complex. Besides using (1)
 (1990) find support in this assumption when they report that (1)
 supports supervisory experience that the counselor is not
 free of concern from his client to himself (1990) and (1990)
 Clark (1991) stated that in counseling a supervisor's function is
 assist someone in moving from a low differentiation or undifferentiation
 of the processes, attitudes, skills, and behaviors (1990) (1990)
 calling for a high differentiation of all these various elements
 which along these various elements could be made a complex
 when considering supervision and emotional involvement (1990)
 (1990, p. 10) stated "Supervision understood as, to supervise, to control,
 also again, and the door which must be opened is to provide an
 emotional and supervisory, not just to do it for them."

Reading all the related literature on supervisory relationships
 found that supervision patterns and methods are not uniform

in the social sciences (e.g., *Wallerstein, 1986*), suggesting an increase in the number of positive and negative emotions (positives & negatives) in the context of understanding of counselor nonverbal feedback (e.g., *Wallerstein, 1986*). Given the alleged the immediate effect of culture, language and personality factors on the social interactional process (e.g., *Wallerstein, 1986*), it was hypothesized by this writer that cultural differences in the positive and negative supervisory reactions, as well as in the supervisory relationship, of the supervisees (e.g., *Wallerstein, 1986*) would be related to their ethnicity. That is, given a positive supervisory relationship and frequency of positive and negative supervisory reactions to their clients, Americans and Asians would have a better understanding of their clients. Conversely, given a negative relationship and frequency of negative and positive supervisory reactions to their clients, Americans and Asians would have a poor understanding of their clients. Americans and Asians would have a better understanding of their clients if they could receive the feedback and have a positive relationship since they would receive the feedback and have a positive relationship. Americans and Asians would have a poor understanding of their clients if they could receive the feedback and have a negative relationship since they would receive the feedback and have a negative relationship.

Most counselors are struggling in a new, human relationship with the stress on process and client movement toward freedom and self-actualization. None of the basic counselor attitudes which they are asked to exemplify, their agreement of the client toward freedom and self-actualization are self-compassion, feelings of self-worth, genuineness, desire to help others, warmth, non-possessive behavior, regard, empathic understanding, and openness to accept one's feelings. (Bridg, Krumoltz, 1988; Rogers, 1951; Staffins, 1961) It is helpful in keeping with the above, that, among other things, an effective counselor should:

- (1) try always to perform at his best;
- (2) be self-directed;
- (3) feel free about his behavior;
- (4) understand his efforts for

an experimental and descriptive study started previous to 1930. It was the studies we call (1) and (2) in an earlier discussion (1960, p. 10). In subsequent preliminary research, however, we learned that the definitions of certain personality variables utilized by the "Edwards Personal Preference Schedule" (1953) do not fit the uses these scales could provide measures of the aspects of the seven personal characteristics stated tentatively above. That is, among the scales which assess these personality characteristics are "preference for dominance," "autonomy," "individualism," "masculinity," "aggression," and "aggression," respectively. Further, this writer observed that these scales that measure of these particular personality variables may also be used by supervisors as a predictive criterion of employee and subordinate behavior in supervisory situations.

Experimental Evaluation of Effect

The purpose of the present study is to investigate the impact of the supervisory process on the immediate affect of positive, negative, or no supervisory experience on the speech understanding of counselor candidates, as measured by Gurha's (1988) scale (Appendix B). Further, the definition of verbal pauses by verbalizing indicates that they may be related to the particular, unscripted supervisory treatment. If so, these personality needs could be used by supervisors as a predictive criterion of counselor candidate growth in supervisory sessions.

The following hypotheses were evaluated:

1. Significantly different between pre- and postsupervisory treatment speech's understanding scores will be associated with supervisory experience in the following ways:

- Those receiving positive supervisory experience will change in the direction of a higher speech's understanding score after experience.
- Those receiving negative supervisory experience will change in the direction of a lower speech's understanding score after experience.
- Those not receiving supervisory experience will not change their speech's understanding score.

2. If the groups are equal in speech's understanding at the start, then there will be significant differences in speech's

understanding scores among the groups involving the positive and negative supervisory experiences. The group involving the positive supervisory experience will have a higher mean *understanding* score than either the negative or the no supervisory experience groups. The group involving the negative supervisory experience is *not* expected to have mean *understanding* scores that differ from either the positive or the no supervisory experience groups.

The Subjects

The subjects of the study were thirty members of the 1966-1968 Academy Year Secondary and Secondary Institute conducted at the University of Florida under the provisions of the National Defense Education Act of 1958. The average age of the members was 22.5 years, with a range from 22 to 43 years of age. The group consisted of 17 females and 13 males from 17 states and one territory. Thirteen of the members were residents of the state of Florida.

To qualify for the Institute, the subjects had to pass a carefully administered selection process which tended to make the group compositionally homogeneous in many respects. In accordance with the contract between the University of Florida and the United States Office of Health, Education, and Welfare, each of the proposed volunteer adults was an experienced secondary school teacher or counselor who had completed no less than a total of three semester hours, or no more than a total of 12 semester hours of graduate work in the field of group principles of guidance, personality theory, and interest of the individual, including research.

It was verified that each participant received from the coordinator of an employing official who also verified that the participant would be offered a position involving at least half-time employment in guidance and counseling during the year following the termination. In addition, the applicants met the minimum requirements of the University of Florida. These requirements included an average score of at least 400 on the aptitude portion of the Graduate Record Examination, a grade-point average of at least 2.5 during the last two years of undergraduate work, and at least 3.0 (B) grade-point average in any graduate work completed. Beyond the minimum requirements set forth by the university with the government, the staff of the Department of Vocational Services exercised its judgment in accepting or rejecting applicants for the study. All of the data pertaining to an applicant who met the minimum requirements for admission to the Institute were submitted to a committee of the department members who individually expressed their recommendations concerning the selection or rejection of the candidate. As a result of this selective screening process, the subjects of this study form a highly select group who are sufficiently able to represent a considerable challenge to any instrument which attempts to discriminate among them in the area of counseling ability.

Each of the subjects had participated in a practicum experience for one and one-half years prior to the experiment. The previous experience included supervised counseling of elementary, secondary or junior college students in one of the schools of Alachua, Volusia

or Human Services in Florida. One of the projects of students was assigned to a staff member of the Vocational Services Bureau in the weekly, individual group supervision. In addition, the human services students were assigned to six groups of five students each (120) weekly to discuss cases and share experiences. A staff member supervised each one of the small groups. No student was in a small group in which his individual supervisor served as moderator.

Intervention

In order to assess change and direction of change in experiential understanding between pre- and post-supervision treatment, experiment 4 made use of assessment, "Experiential Understanding in Interpersonal Process group II," by Carlhoff (1984) was used. This scale was derived from research on two other, similar scales: (1) "A Scale for the Assessment of Experiential Inquiry" (Truitt, 1981) and (2) "Experiential Understanding in Interpersonal Process" (Berman, Carlhoff, and Savin-Bird, 1984).

The area of experiential understanding in counseling and therapy has received considerable attention in the research literature in recent years (Pattison, 1984; Truitt, 1981; Barrett-Lewis, 1980; Truitt, 1984). Carlhoff's (1984) present scale was constructed to apply to all interpersonal processes. He stated that this scale measures a systematic attempt to reduce the ambiguity and increase the reliability to a higher level than the two, previously mentioned, scales. As these judges on the present study reported that Carlhoff's (1984)

repeated study was less convincing (Van Tilburg, 1988). Studies in general periods were made between the scales reported by the community.

Truman and Carlsburt (1987) cited 38 studies involving a variety of therapist and patient populations to confirm the reliability of Truman's (1981) scale. The reliability coefficients range from .43 to .85 with 14 of the 38 studies having $r \geq .75$ and only five studies with $r \leq .60$. They stated (1987, p. 94): "The answer in general, then, seems to be that most often a measure in high degree of reliability is obtained with the scaling whether measurement is of overall rating of therapy, group or individual."

Discussing the validity of the scale, Truman and Carlsburt (1987, p. 94) stated:

Establishing validity raises the question: On the scales measure what they purport to measure? Does the *Appropriate Therapy Scale* measure appropriate therapy or something else? That kind of question is more difficult to answer in my usual fashion. The reader can assess the face validity of the scales themselves or he may think. Beyond that, we know from the evidence cited . . . that these scales are significantly related to a variety of client therapeutic outcomes.

Using the "Repatriate Understanding Scale" by Harrison, Carlsburt, and Matthews (1984), Harrison, Carlsburt, and Myers (1985) found 18 studies rate-rater (inter-rater) reliability coefficients $\alpha = .70$. Validity measures for two items of two item scales was .95.

Carlsburt's (1984) present scale was shown to have rate-rater reliability coefficients of .80, .85, and .85 for three ratings of nine training examples over an interval of one week (Carlsburt, Carlsburt, and Harrison, 1988). Carlsburt's scale has been shown to have a high degree

of reliability. Because it is an new scale, there has been no studies reporting on the scale's validity.

The Thurman Personal Preference Schedule (1952, p. 11) was given to determine the student counselors' positions on a continuum of each of the following personality variables:

1. Achievement (ach): To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a successful authorship, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. Inducement (ind): To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and habit of the unconventional, to let others make decisions.
3. Intercession (int): To analyze one's attitudes and feelings, to discuss others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by who they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.
4. Interdependence (ind): To have others provide help when in trouble, to seek encouragement from others, to have others be steady, to have others be sympathetic and understanding about personal problems, to require a great deal of affection from others, to have others be fairly cheerful, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.
5. Interference (int): To help friends when they are in trouble, to advise others from fortune, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are in line with, to show a great deal of affection toward others, to have others confide in one about personal problems.
6. Autonomy (aut): To be able to come and go as one pleases, to say what one thinks about things, to be independent of others in making decisions, to feel free to

to what one wants, to do things that one desires to do, to avoid situations where one is expected to perform one or more things without regard to what others may think, to act in those in defiance of authority, to avoid responsibility, lying and deception.

2. Altruism (low): To feel guilty when one does some thing wrong, to report others when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when a wrong is and deserving a fight than when having one's own way, to feel the need for punishment of others, to feel depressed by inability to handle situations, to feel cold in the presence of superior, to feel inferior to others in most respects.

The Edwards Personal Preference Schedule (EPPS) was developed primarily as an instrument for research and counseling purposes. The EPPS has been very widely used and has generated a tremendous amount of research. Edwards has estimated the social desirability factor in subject responses through the forced choice technique. The respondent must choose between two statements of comparable degree of social acceptability. The EPPS manual reports test-retest reliability coefficients between .74 and .88 and split-half correlation coefficients between .48 and .83. Also EPPS reports test-retest reliability coefficients (chronometric internal) from .55 to .87 while Burt and Wright (1960) report a median .68 for one-week test-retest reliability estimates.

Validity data reported in the manual are scanty. A test situation which compares the EPPS with objective tests, personality questionnaires, self-report measures on a variety of non-test variables tend to show that the EPPS is not significantly related to the other measures. The studies (Burt, 1958; Burt, 1960) are representative of

the significant correlations which we found. Tests reported in this relation between need for achievement and source goals. Despite the lack of data on validity, the DTS is regarded either by as a research tool and as such is considered adequate for use in experimental research (Jersbolet, 1959; Farshaw, 1959).

Method of Procedure

Experimental Design

Three two-person groups of counselors were measured on empathic understanding before and after a particular supervisory experience (positive, negative, or no supervision). Each subject completed a thirty-minute tape recorded interview with simulated client. After the interview, subjects in the positive or negative treatment groups were given a 15-minute supervisory experience according to the treatment group to which they belonged. The control group (no supervision treatment group) was not given a supervisory experience. Immediately following the treatment experience each subject completed a second thirty-minute tape recorded interview with simulated client. All subjects then filled in two forms given to them by the experimenter.

Validity of the Study

It was argued that the uniform procedure of selecting four-minute samples from the middle of the thirty-minute interview for each counseling session provided a fair estimate of the level of empathic understanding offered by the counselor. A study by Truss (1960) of the breadth of the levels of empathy offered by 14 therapists in

training is accomplished in order to "set out which elements of the setting to them and ourselves point showed that over a period of time, there was no tendency for therapists to change systematically the level of empathy offered the patient. It appears, then, that an unstructured interview is likely to provide an accurate an estimate of the level of empathy which a counselor offers as in any single interview to any subject.

Trank (1967, p. 15) reported that studies of empathy have been made, using randomly selected samples of tape recorded interviews that lasted for little as ten therapist and one client statements and as much as four minutes of extended therapist-client interaction." In the present study the selection of one hour-length sample of therapist-client interaction was assumed to provide an adequate sample of counselor behavior.

It was further assumed that there would not be a one-to-one correspondence between recorded client behavior from one counselor to the next as long as client behavior was comparable and consistent. In addition, there need not be one-to-one correspondence between recorded client-1 problem and recorded client-2 problem since the focus of this study was not on the client's problem but on the counselor's understanding of the counselor, whatever the client's problem. It was assumed that "the counselor's level of empathic understanding is set by himself and not by the type of problem presented by the client." Trank (1967, p. 15) has assessed the influence of the patient upon the level of empathy offered by the therapist and has found that, "It is the therapist

she defended the level of accurate empathy ... it's therefore [the] primarily responsible for the level of accurate empathy measured on psychotherapy."¹¹

The rating of samples selected from tape recordings of counseling interactions and to from conventional nonrecorded interview (study language) which the counselor may use to demonstrate his expertise and responding to the clients. It also defines the judges access to affect nonverbal behavior which might serve as a basis for formulating some counselor responses. While use of only verbal behavior may be a weakness in the present study, there is evidence that lends support to the rationale. A study (Kiehl, 1963) of the visual, auditory, and auditory cues in interviewing concluded that judges viewing sound films of therapy sessions were better able to predict patients' responses to a sentence completion test after listening to the sound alone than after viewing the complete film.

Bushmaster and Carter (1958), after reviewing numerous studies concerning counselor empathy stated that empathic behavior can be rated globally by means of audio recorded interviews. In further evidence that empathy may be rated successfully by means of only taped audio interviews, Bushmaster (1961) concluded that rating and analyzing of audio tape recorded interviews may be a fruitful technique for studying empathic responsiveness.

The Stimulus

Near the end of the 1964 Fall Semester, the subjects were given the DFI in a group situation by one of their regular professors.

It was emphasized that the EFTS was being administered as a group instrument. The subjects did not have any contact with other subjects or communication with the administering person of the EFTS. At the beginning of the EFTS Testmaster, the counselor subjects were represented as a group by the present researcher. Their voluntary cooperation was sought as subjects for an experiment. All thirty subjects agreed to participate in the research although they were not told the nature of the experiment.

No indication of their sincere cooperation was given when some of the thirty subjects failed to keep their interview appointment. The subjects were asked to refrain from discussing any phase of the experiment with each other until the entire experiment was over elapsed. As further indication, it seemed to the writer that the subjects did not discuss any phase of the experiment with their fellow students. Since the subjects were not aware of what they would be required to do when they arrived at their scheduled time (all experimentation was conducted between the hours of 8:30 a.m. and 10:00 a.m.), they were dressed informally. Had there been any discussion of the experiment and the nature of the research revealed, later subjects would presumably have dressed more appropriately. All counselors later stated that they would have dressed differently had they known they would be counseling students. When asked individually by the researcher, the subjects responded that their manner of dress did not, in any way, curtail their counseling ability nor make them feel ill at ease.

The Clients

Undergraduate students in the College of Education were asked to volunteer to participate as clients in the study. The writer sought volunteers during the final week of the 1988 Fall Trimester (1988-89) and the balance half of the semester, in undergraduate classes which the writer was teaching. Four female students volunteered. In the beginning of the 1989 Winter Trimester the writer selected two of the four volunteers to participate in the research. The selection was made primarily on the basis of availability, reality of the counseling problem, interest in the study, and cooperation. The clients were paid an hourly wage. Both clients selected their own personal problem which they wanted to discuss with a counselor. After they thought about their problem, they were counseled for approximately two to a three hour period by the Department of Personnel Services. This was done to see if the client's problem was amenable as well as to see if any suggestions or recommendations were needed. The interviews were taped and both the staff member and the researcher individually listened to the tapes. It was not necessary to make any recommendations to either client concerning their problem.

Each client's problem was indeed her own and was very real to her. The clients were instructed to be as natural as possible during their interaction with the different counselors. Each client was a student of four counselor subjects per meeting. After three being aware that they were acting as matched clients in a research study involving real counselors, they knew nothing about the nature of the

study so that the different scenarios were assigned to one of three treatment groups. The girl (positive affect-0) was always the first client interviewed by the assessor while the other girl (neutral affect-0) was always the second client. The order of affect assignments was kept constant so as not to confound the treatment (supervision) effects. Both clients were female to keep the variable of sex constant.

Identifying the Interviewers

The subjects were asked to designate which night would be convenient for them to participate in the experiment. From then, the subjects were randomly assigned a time to report to the University of Florida Counseling Center on the night that they had chosen. Each subject was given an appointment card as well as verbally reminded about his appointment time. All interviews were held within a two and one-half week period.

Assignment to Treatment Groups

Just prior to the experiment, the subjects were assigned by age and sex to three treatment groups. It was felt that the younger list of age and sex were necessary to control across all groups. The treatment groups, positive (0), negative (0), or no supervision (0), were then randomly assigned to the three groups. Table 1 shows the distribution of subjects by age and sex for each of the treatment groups.

Table 1
Age and Sex Distribution of Subjects for
Three Treatment Groups

| | Treatment Groups | | | | | |
|-------------|------------------|-----|----------|-----|---------|-----|
| | Positive | | Negative | | Control | |
| | Age | Sex | Age | Sex | Age | Sex |
| | 22 | F | 22 | F | 22 | F |
| | 23 | F | 23 | F | 23 | F |
| | 23 | F | 24 | F | 24 | F |
| | 24 | M | 24 | M | 24 | M |
| | 27 | F | 25 | F | 25 | F |
| | 28 | M | 27 | M | 27 | M |
| | 28 | F | 28 | F | 28 | F |
| | 29 | M | 29 | M | 29 | M |
| | 30 | M | 30 | M | 30 | M |
| | 30 | M | 31 | M | 31 | M |
| | 32 | M | 32 | M | 32 | M |
| | 32 | M | 32 | F | 32 | F |
| Mean Age | 28.3 | | 28.4 | | 28.3 | |
| N (males) | 5 | | 6 | | 6 | |
| N (females) | 5 | | 6 | | 6 | |

Treatment Groups

All treatment experiments were directed at content rather than toward the personality of the subject counselor. Positive and negative statements were selected from a pilot study where three expert judges rated fifty items as to whether the statements represented strong, mild, or weak positive or negative supervisory behavior. The following statements were used in the positive supervisory experiments:

You certainly understood your client's feelings very well.

You helped your client express feelings that were difficult to express.

Your remarks fit in just right with your client's mood and interests.

You were completely attuned to your client's shifting emotional content--

This seems to be one of the best counseling sessions I have heard.

You really were in with your client.

There was excellent support established.

You were responding accurately to how your client really felt.

You were focusing on what your client is.

You helped to clarify and expand your client's understanding of her own feelings--

You were very receptive--

You established a very helpful atmosphere.

You invited your client to go on.

You were attentive to your client.

You gave words very effectively.

Your voice always listened to your client.

You were involved with your client's self-exploration.

You were really listening to your client.

You seemed to understand your client's feelings--

You seemed to help free your client.

The statements which were used in the negative supervisory report and are as follows:

You did not establish even a minimum of rapport.

You seemed very unaware of your client's feelings.

You made gross mistakes--

This seems to be one of the worst counseling sessions I have heard.

You did not really attempt to help your client.

You certainly did not understand your client's feelings very well.

You were not really listening to your client.

You were completely out of tune with your client's differing emotional content.

You seemed unable to recognize most of your client's feelings.

You did not make it easy for your client to respond.

You did not establish a very helpful atmosphere.

You did not communicate well with your client—you were not very approachable.

You did not seem to be a good listener.

Your voice did not convey closeness to your client.

You did not help your client explore previously unexpressed ideas.

You appeared unconcerned about your client.

You seemed personally unconcerned with what the client was saying.

You did not seem to respond to what your client was expressing.

You did not seem to mirror your client's feelings.

You responded insensitively to your client's feelings.

Twenty positive statements and twenty negative statements were used in the experimental supervisory experiment. The statements were used in a natural, counselor-supervisee interaction throughout the entire supervisory session and were always related to the particular situation of specific supervisee content. The negative statements were used with

all subjects undergoing the negative supervisory experience and the positive, with all subjects experiencing positive supervision.

In the positive supervision condition the supervisor demonstrated on the primary aspects of the supervisor's counseling behavior, e.g., "There was excellent support established," "You really were better your client," "You certainly understood your client's feelings very well," The supervisor demonstrated no such aspects of the supervisor's counseling behavior in the negative supervision situation, e.g., "You did not establish even a minimum of support," "You seemed very unaware of your client's feelings," "You were grossly mistaken." The negative supervision group did not receive any supervisory interventions.

The Interview

The rooms used for counseling were regular counseling offices which were uniform in size and furniture. Each room contained a desk, two easy chairs, and a file cabinet. Upon entering the Counseling Center, the subjects were directed to the room where their first interview with matched client(s) was to take place. Before the interview each counselor was presented with a set of instructions which will be followed in the procedure to be followed. These were as follows:

INSTRUCTIONS TO COUNSELORS

The study in which you are participating is a confidential in that it is used in a research project. Your participation in this project will not be used for evaluation purposes in any of your graduate courses.

The following guidelines have been developed for your participation:

1. Your participation throughout the study, including behavior and interaction.
2. This is the first session with the client. You want us you want to a first session. Please tape the session. A tape and tape recorder are provided. If it working properly. Please do not record the tape or attempt to listen to it when time is limited.
3. You will meet with this client for 15 minutes. You will have to terminate the session at the end of that time. After you terminate, please see us.
4. In view of research considerations, please do not discuss what transpired under the direction of the client's rule with other students.

Thank you

The counselor was told that the client had agreed to the taping of the session and the client also knew that if she wished another counselor provide the would come in agreement with the secretary when she left the center. The tape recorder was then turned on and the counselor was informed that his client would be with in. For these counselors who were to receive supervision, an observational interlocking system was employed. This was pointed out to the counselor and he was informed that it was for supervisory purposes. The first interview for each counselor lasted thirty minutes and was sequentially recorded. As soon as the counselor's first interview was terminated, the counselor [P in Group 1 or B₂] was then supervised in another room for 15 minutes.

Immediately following the supervision period, the counselor was directed to a different room where he held his second interview with another client for thirty minutes. This session was also taped

At the conclusion of this interview, the counselor was asked to fill in the following form.

NAME _____

Please answer the following question. You may use this sheet for your answer. If you need more space, feel free to use the back of this sheet.

What do you think this experiment was attempting to accomplish?

This form was given to the therapy subjects to determine if any were aware of the nature of the research. When this form was completed, the counselor was given a second form, as follows:

NAME _____

If you have received supervision from Dr. B. one after your first interview and before your second interview, your supervisory experience may have been either positive or negative.

Please answer the following questions. You may use this sheet for your answers.

Which supervisory experience (positive or negative) do you feel you received?

Was it very positive, mildly positive, weakly positive or very negative, mildly negative, weakly negative. What if, how did it appear to you?

This form was given to the subjects who received a supervisory experience to determine if they perceived the supervisory experience as it had been intended for them to perceive. After this form was also completed, the writer explained to the subject his exact part he had played in the research.

The writer strongly emphasized that all treatments were experimental and randomly assigned. Counselors who were experienced were

told that they should not consider their supervisory treatment (positive or negative) as being in any way reflective of their true socializing ability. These counselors who received no supervisory input again followed the same procedure as outlined above, except that between their first and second client interaction, they had a 15-minute period in which they were given negatives and told that there would be a short, 15-minute wait before their second client arrived. Some of these counselors read what others just did. In no case did they interact with anyone during this waiting period. The no supervision counselors were only given the first form to fill in since the second was not applicable. Before the counselors left the center they were told their part in the research—that they constituted the control group. When all thirty subjects completed their interactions, the researcher met with the subjects in a group to explain the entire experiment and to answer any questions they were asked. These questions were of a general nature, dealing with the overall design of the experiment.

Supervision Session

All treatment experiences were directed at contact rather than toward the personality of the counselor. The counselor was informed at the beginning of the supervisory experience that he was to consider the next 15 minutes as a supervision session. The counselor was asked to respond to the supervisor and, in all instances, an attempt was made to conduct the supervision in a natural manner. Before the supervisor began the counselor was further informed that immediately following

the supervisory session he would be conducting another interview of another client. The counselor was told to use the recordings of his pasted interviews and before he left the center.

The twenty supervisory statements (positive or negative) were used in the appropriate situations as a basis for comparable observations. In all the supervisory sessions all twenty statements were used. Since the writer was able to hear (over the telephone system) all interviews which were to be followed by supervision, the opportunity to take notes was available. During the period of supervision the researcher was able to refer to these notes as well as the twenty supervisory statements.

In all instances, factual material such as specific words used by the counselor, manner of speaking, voice intonations, and specific techniques related by the counselor were used by the researcher supervisor when supervising the counselor. Thus, it was felt that the counselor would use the supervisory sessions as a means rather than a guiding system. As evidence of the perceived genuineness of the supervisory sessions, the counselor responds to the writer's question, "How did you use me as your supervisor?" which was asked before each counselor left the center was, in all instances, similar. The counselors perceived the writer as being honest and genuine. The primary reason given by the counselors was based on the fact that it was evident that the researcher had indeed listened to the counseling interviews. This was evident from the supervisor's knowledge of the counselor's words, phrases, ideas, or knowledge of experience during the counseling interview.

Selection of Interview Samples for Rating

One four-minute sample was selected from each interview tape, and a single sample rating by the three judges. The sample from each interview also included the 15 1/2 through the 16 1/2 minutes of the thirty-minute interview. A total of sixty four-minute samples were selected. Each subject had a four-minute sample which represented his pre-treatment interview and a four-minute sample which represented his post-treatment interview. To minimize effects of any bias introduced by the order in which the samples were judged, a table of random numbers was used to determine the order in which interview samples would be presented on the master tapes. The judges had no knowledge of when the interview was held, who the counselors were, or whether the sample represented the pre- or post-treatment counseling sessions.

Designers

Three persons who (i) had limited contact with the subjects, (ii) were thoroughly acquainted with the concept of empathy, and (iii) were approved by the writer's doctoral committee were selected as judges. One of the judges was the Director of the Counseling Center at the University of Florida and Associate Professor, Department of Psychology, another was an Associate Professor, Department of Personnel Services, and the third judge was an Assistant Professor, Department of Personnel Services. The latter two judges were full-time members of their department in the College of Education at the University of Florida, the first judge's full-time responsibilities were with the University of Florida's Counseling Center.

Training of the Judges

Each judge was presented with a set of responses (summed) on a copy of "Subject's Understanding of an Interpersonal Process" (Lafferty, 1964), a scale sheet on which to record ratings, and a training tape. The training tape contained 15 four-minute simulated interview segments. The first two four-minute simulated interview segments were rated for the purpose of establishing interrater reliability. These segments were selected at random from recordings of interviews conducted by a variety of interviewers other than the subjects of the study who have been described above.

The judges were asked to repeat their previous ratings on a simulated behavior and added to the existing ratings on a copy of the description of simulated behavior presented in the first item of the subject's understanding scale. The judges were each informed to study the scale, then each felt qualified to use an existing subject's understanding scale in the interview context with a reasonable degree of confidence, he independently rated the ten five-minute tapes. The ratings assigned by the three judges on the ten five-minute tapes were analyzed using Gull's coefficient (1961). The interrater reliability for the ten training tapes was found to be .89. Table I compares the judges' ratings on subject's understanding for the ten training tapes. These ratings were reported to the writer, who compiled the results and reported to each judge the resulting mean for each rating (Table I, 2), as well as the ratings given by each of the two other judges.

Table 2
Judges' Ratings of Training Samples

| Subjects | Training Samples Rated by | | |
|----------|---------------------------|---------|---------|
| | Judge A | Judge B | Judge C |
| 1 | 3 | 3 | 4 |
| 2 | 3 | 3 | 3 |
| 3 | 3 | 4 | 4 |
| 4 | 3 | 4 | 4 |
| 5 | 3 | 3 | 3 |
| 6 | 4 | 4 | 3 |
| 7 | 3 | 4 | 4 |
| 8 | 3 | 3 | 3 |

Interjudge Reliability Coefficient: .20

$$\text{Reliability } r = \frac{N_{\text{between subjects}} - N_{\text{within}}}{N_{\text{between subjects}}}$$

Since the three judges were thoroughly acquainted with the concept of equality and it was assumed that all three possessed a high degree of equality themselves, and since the observed coefficients were quite high, it was felt that an extensive training period was unnecessary.

Ratings of the Test Samples

An interjudge reliability coefficient of .20 or greater was arbitrarily set as necessary before the judges were to be considered sufficiently reliable to rate the test samples selected from the recordings of the subjects' behavior. The reliability coefficient was greater .20 ($p < .001$ using Bonf's (1931) method) when the judges' ratings of the ten training samples, on the basis of their recall,

the judges were asked to proceed in rating the study data samples. The judges completed the rating of 1 data sample within a 10-minute period. The ratings assigned by the three judges to the study data samples are presented in Table 3.

An interjudge reliability coefficient of .88 was found for the study data samples. This decrease in reliability was not expected because the writer, in selecting interview samples for training purposes, had used interview samples which were representative of the full range of the topic. Interviews conducted by counselors of varied training and experience appeared on the training tape. As indicated, the subjects represented a homogeneous group; therefore, it may be assumed that the variance of the data samples would be much less than the variance of the training samples. This would account for the decrease in the magnitude of the association coefficients from training computer use to data computation.

Treatment of the Data

An analysis of variance design was used to analyze the mean level and deviation of changes in attitude understanding for the three groups, positive, negative, and no reinforcement.

A series of t tests were utilized to determine the significance of the differences using pre-treatment groups, treatment groups' t ratios, as well as change between pre- and post-treatment measures of attitude understanding for each of the three groups.

Several association analyses were performed to determine if there were significant linear relationships between any of the proposed

Table 3

Judges' Ratings of Daily Bath Samples

| Sample | Favorable Rating (1-5) | | | | Unfavorable Rating (1-5) | | | |
|--------|------------------------|---|---|-------|--------------------------|---|---|-------|
| | Favorable Rating (1-5) | | | | Unfavorable Rating (1-5) | | | |
| | Favorable Rating (1-5) | | | | Unfavorable Rating (1-5) | | | |
| | 1 | 2 | 3 | Total | 1 | 2 | 3 | Total |
| 1 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 2 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 3 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 4 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 5 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 6 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 7 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 8 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 9 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 10 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 11 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 12 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 13 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 14 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 15 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 16 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 17 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 18 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 19 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 20 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 21 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 22 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 23 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 24 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 25 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 26 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 27 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 28 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 29 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 30 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 31 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 32 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 33 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 34 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 35 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 36 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 37 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 38 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 39 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 40 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 41 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 42 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 43 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 44 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 45 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 46 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 47 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 48 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 49 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 50 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 51 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 52 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 53 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 54 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 55 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 56 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 57 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 58 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 59 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 60 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 61 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 62 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 63 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 64 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 65 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 66 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 67 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 68 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 69 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 70 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 71 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 72 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 73 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 74 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 75 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 76 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 77 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 78 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 79 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 80 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 81 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 82 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 83 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 84 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 85 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 86 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 87 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 88 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 89 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 90 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 91 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 92 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 93 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 94 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 95 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 96 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 97 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 98 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 99 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| 100 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 |

Interjudge Reliability: Squared Correlation = .86

$$\text{Bias (MSE)} = \frac{\text{Mean square subjects} - \text{Mean square error}}{\text{Mean square subjects}}$$

seven GRS scenarios and explicit understanding. Each GRS item, regardless of the GRS, was correlated with each of the seven L1-Brown supervisory explicit & understanding scores. The seven resulting correlations formed an after supervisory explicit understanding (ASUE) 1×7 matrix. Additionally, correlation analysis was performed for each of the resulting postsupervisory explicit scores, separately paired with the seven ASUE variables for each of the three, separate, treatment groups.

CHAPTER III

ANALYSIS OF THE DATA

This research was designed to examine the effect on children's supervisory experiences on the sequential understanding of counterbalancing. The specific treatments were positive, negative, and no feedback previously experienced. Changes in sequential understanding, as measured by Garfield's (1964) scale, "Sequential Understanding as Interpreting" (Procedure III), were hypothesized to occur as a result of the specific supervisory experiences. Specific SPSS variables were generated by discriminant analysis to determine if these could be used by supervisors to predict sequential understanding growth in particular and done as a result of a particular supervisory experience.

This chapter presents the analysis of the data gathered in this investigation. The findings will be first presented and then discussed in terms of their implications for the hypothesis being tested.

ANALYSIS RESULTS

For all analyses, each counterbalancing variable used was the ratio of the three judges' ratings. A series of t tests (Hays and Hayes, 1982, p. 122) were performed to determine if the pre-treatment sequential understanding scores of the three different groups were comparable. Table 4 displays each group's mean scores along with its associated standard deviation (SD) for both the pre- and post-treatment time point scores of sequential understanding.

Pre- and Post-supervision Group Means and Standard Deviations
for Measures of Speech Understanding

| Group | Pre-supervision (n = 20) | | Post-supervision (n = 20) | |
|----------------------|--------------------------|-------|---------------------------|-------|
| | Mean | SD | Mean | SD |
| Positive Supervision | 4.80 | 1.070 | 5.40 | 1.070 |
| Negative Supervision | 5.20 | 1.216 | 4.60 | 1.071 |
| No Supervision | 5.20 | 1.217 | 5.80 | 1.293 |

In Table 3 are presented the results of the t tests performed between the different groups on the initial, pre-supervision, measures of speech understanding. It was found that no significant

Table 3

t Tests of the Differences Between Pre-supervision
Speech Understanding Scores

| Supervisory Group vs. | Supervisory Group | df | t |
|-----------------------|-------------------|----|-------|
| Positive | No Supervision | 18 | -.545 |
| Negative | No Supervision | 18 | -.056 |
| Positive | Negative | 18 | -.091 |

differences at the .05 level of a 2-tailed test between (1) the positive supervision group and the no supervision group, (2) the negative supervision group and the no supervision group, and (3) the positive supervision group and the negative supervision group. Because there were no significant score differences between the groups there were therefore chosen to be comparable in speech understanding before the supervisory treatments were administered.

An analysis of variance (ANOVA) procedure (ANOVA) was used to determine the significant differences among the dependent scores on dependent variables of the dependent variable (dependent variable) within subjects. However, before this analysis was conducted, Levene's (1900) test for homogeneity of variance (Levene, 1900) was performed to determine one of the assumptions of analysis of variance. Homogeneity of variance was found. The results of the analysis of variance method are summarized in Table 6.

Table 6
Analysis of Variance Summary Table of
Dependent Variables and Scores

| Source of Variation | Degrees of Freedom | SS | df | Mean Square | F-value |
|----------------------------------|--------------------|--------|----|-------------|---------|
| <u>Between Subjects</u> | 22 | 81.58 | | | |
| Separation Treatment | 1 | 1.76 | | 1.76 | .20 |
| Subjects within Groups (Error b) | 12 | 80.82 | | 6.73 | |
| <u>Within Subjects</u> | 22 | 26.40 | | | |
| Dependent Measure | 1 | 15.17 | | 15.17 | 16.15* |
| Treatment x Dependent Measure | 1 | 4.12 | | 4.12 | 1.00 |
| Subjects with a Groups (Error c) | 22 | 21.23 | | 1.19 | |
| <u>Total Variance</u> | 44 | 107.98 | | | |

df = 24

As is shown in Table 6, only the factor of dependent measure (dependent variable) was significant. As a follow-up on the results of the analysis of variance, a series of t -tests were performed (Gallagher and Heston, 1977, p. 103), using dependent scores from the

post-treatment measure, a unidirectional t-test for each group to determine which treatment condition(s) might have been responsible for the differences in cognitive understanding. Table 7 presents the results of the t tests between the different groups.

Table 7
 t Tests of the Differences Between Treatment Groups, Using t Scores

| Supervision Group | vs. | Supervision Group | df | t |
|-------------------|----------------|-------------------|------|------|
| Positive | No Supervision | | 18 | 2.79 |
| Negative | No Supervision | | 17 | 1.07 |
| Positive | Negative | | 18 | 1.17 |

The results of Table 7 show that the comparison between the positive and no supervision groups approached significance (for significance at the 5 per cent level, $t \geq 2.10$). The comparisons between the negative and the no supervision groups and between the positive and negative supervision groups did not approach significance at the 5 per cent level.

Since the comparison between the positive supervision groups' difference scores between pre- and post-supervision cognitive understanding measures and the no supervision group's difference scores approached significance, a graph was plotted to depict the magnitude and direction of change in all groups between pre- and post-supervision mean equivalent understanding scores. This grouped bar-graph appears in Figure 1.

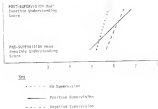


Figure 1

Group Changes Between the Area and Post-Intervention, Adult Basic English Understanding Scores

Figure 1 clearly demonstrates that \bar{X} post-supervision scores in a positive direction. However, the control group (no supervision) changed the least. While the negative supervision which \bar{X} decreased in a positive direction, the group which shows the most negative pre-supervision group.

A set of 11 tests (Jain, 1963, p. 19) for the χ^2 -independent measures on the same subject were performed on each group, identifying the pre- and post-supervision aspects of understanding scores. Therefore, this point, the scores of the analysis of our test and \bar{X} pre-supervision understanding change. The results are presented in Table 2.

Table 2

11 Tests of the Differences Between Pre-supervision and Post-supervision Aspects of Understanding Scores for Treatment Groups

| Supervision Effect | Pre-supervision Scores | | Amount of Change | | |
|--------------------|------------------------|-------------|------------------|------------|----------|
| | Pre scores | Post scores | \bar{X} | σ^2 | χ^2 |
| Positive | 4.5 | 4.8 | +1.5 | 5 | 1.44 |
| Negative | 5.0 | 4.9 | -0.5 | 5 | 1.44 |
| No Supervision | 5.2 | 5.5 | +0.3 | 5 | 0.36 |

(p < .05)

As shown in Table 2, only the pre-test supervision group (positive) significant differences between pre- and post-supervision aspects of understanding scores with the post-supervision aspects of understanding scores significantly higher than the pre-supervision scores.

Statistical Analysis

Percent (percentages) comparisons were performed with the aid of the program χ^2 (SPSS) by the computer. Pearson product-moment (bivariate) correlations were utilized as determinants if there were no significant χ^2 correlations between any or the seven SPSS variables (intelligence, self-esteem, anxiety, depression, somatization, attention, and self-efficacy) and each of the two separate understanding activities. Two-tailed t -tests were used to test a conventional level of significance ($p \leq .05$) for the correlation analyses. This was done to decrease the possibility of a Type II error (Joshi, 1982, p. 8) or, reporting that two factors are linearly related when they are not. Because it was noted that the SPSS could be used as a qualitative criterion of summarizing separate understanding, there is further justification for the use of this criterion. The level of significance when testing of correlation coefficients, since p at the .05 level of significance is .41 for a sample size of thirty (28) for sample size of ten, this would mean that any reported coefficient assuming this value would reduce the representability (or it would result from selecting on the basis of chance rather than, for example, a test score on the SPSS by 11 per cent (or by 88 per cent if using a sample size of ten).

Table 3 shows the correlation coefficients between the seven SPSS variables and the pre- and post-intervention separate understanding scores for all thirty subjects as a whole.

Table 9
Latent Class Analysis of the 10-item version of the Scale for Pre- to Post-Intervention Latent Understanding Scores and Seven
EFB Variables for the Study Subjects

| Latent Class | Latent Class Membership Scores | |
|----------------|--------------------------------|-------------------|
| | Pre- to Post-Int | Post-Intervention |
| Latent Class 1 | .420 | .104 |
| Latent Class 2 | -.008 | .641 |
| Latent Class 3 | .346 | .280 |
| Latent Class 4 | .006 | .160 |
| Latent Class 5 | .270 | .681 |
| Latent Class 6 | .089 | .168 |
| Latent Class 7 | -.071 | -.008 |

score, $r = .36$, for EPI variables and dependent understanding scores (shown in Table 5) was significantly correlated at the .01 level of statistical significance.

Because the writer wished to compare the three treatment groups (high, average, & low) based on correlation coefficients from pre- to post-intervention in dependent understanding to determine if any of the changes were significant, a series of analyses were performed to determine the comparability of the groups on each of the EFB variables. In Table 10 are presented the mean EFB variable means and standard deviations for each treatment group.

To determine if the group means were significantly different on any one of the seven EFB variables, a series of t tests (Dunn and Sweeney, 1967, p. 101) were performed. Table 11 shows the results of the t tests between the 3 treatment groups. No significant differences were found between the three groups for any of the seven EFB variables. Therefore, the three groups were considered comparable regarding

TABLE 9
 Load Factor and Percentile Regression for Each
 Continuous DFFS Variable

| Variable | Percentiles | | | | | |
|----------------|-------------|------|----------|------|------|------|
| | Positive | | Negative | | Zero | |
| | 50th | 90th | 50th | 90th | 50th | 90th |
| Load Factor AC | .66 | .237 | .45 | .253 | .46 | .236 |
| Load Factor DC | .66 | .236 | .46 | .255 | .47 | .237 |
| Load Factor | .55 | .255 | .48 | .256 | .47 | .254 |
| Load Factor AC | .63 | .233 | .45 | .256 | .46 | .233 |
| Load Factor DC | .64 | .232 | .46 | .255 | .46 | .232 |
| Load Factor | .57 | .233 | .48 | .255 | .46 | .233 |
| Load Factor | .65 | .235 | .47 | .255 | .47 | .235 |

Percentiles represent percentiles for each of the DFFS variables.

Table 11

2. Types of the Continuous Binary Variables,
 negative, and so binary on binary on
 binary DFFS variables

| Variable | Percentiles | | | |
|----------------|-------------|------|----------|------|
| | Positive | | Negative | |
| | 50th | 90th | 50th | 90th |
| Load Factor AC | .66 | .237 | .45 | .253 |
| Load Factor DC | .66 | .236 | .46 | .255 |
| Load Factor | .55 | .255 | .48 | .256 |
| Load Factor AC | .63 | .233 | .45 | .256 |
| Load Factor DC | .64 | .232 | .46 | .255 |
| Load Factor | .57 | .233 | .48 | .255 |
| Load Factor | .65 | .235 | .47 | .255 |

and the two EPP variables). The conservative model of Jobb Kórács requires change in any change in significant correlation coefficients and multicollinearity is not detected.

Univariate ANCOVAs between the seven EPP variables in the pre- and post-supervision dependent understanding scores for the respective post- or pre-supervision groups are presented in Tables 13 and 14.

Table 13

Univariate ANCOVAs of the Relationships Between Pre- and Post-Supervision Dependent Understanding Scores and Seven EPP Variables for the Supervision Dependent Group

| EPP variables | Dependent Understanding Scores | |
|---------------|--------------------------------|------------------|
| | Pre-Supervision | Post-Supervision |
| achievement | 130 | -134 |
| delinquency | -281 | -289 |
| delinquency | 258 | -152 |
| delinquency | 116 | 171 |
| delinquency | 435 | 121 |
| delinquency | 335 | 132 |
| delinquency | 482 | -122 |

As is shown in Tables 13 and 14, none of the correlations between the seven EPP variables and the pre- and post-supervision dependent understanding scores are significant for the group which received the pre-supervision experience or the group which received the post-supervision experience. Table 15 yields a very interesting result. For the group which served in the control (no supervision), achievement was positively correlated ($p < .05$) with the

Table 13

Correlation coefficients of the relationships between Fear-
and Physiological variables on Speeches, using different
Scales and seven EPV variables for the
the Superordinate Group

| Dependent | Predicting independent groups | |
|------------|-------------------------------|-------------|
| | Pre-speech | Post-speech |
| Heart rate | -.328 | -.417 |
| Heart rate | -.304 | -.411 |
| Heart rate | -.322 | -.419 |
| Heart rate | -.311 | -.408 |
| Heart rate | -.304 | -.408 |
| Heart rate | -.301 | -.408 |
| Heart rate | -.301 | -.408 |

Table 14

Correlation coefficients of the relationships between Fear-
and Physiological variables on Speeches, using different
Scales and seven EPV variables for the
the Superordinate Group

| Dependent | Predicting independent groups | |
|------------|-------------------------------|-------------|
| | Pre-speech | Post-speech |
| Heart rate | -.307 | -.408 |
| Heart rate | -.304 | -.407 |
| Heart rate | -.303 | -.408 |
| Heart rate | -.302 | -.408 |
| Heart rate | -.302 | -.408 |
| Heart rate | -.302 | -.408 |
| Heart rate | -.302 | -.408 |

ns p > .05

perceptions of the quality of supervision received but not with the perceived future expectations about the quality of supervision.

CONCLUSIONS

ACKNOWLEDGMENTS

The authors thank the following persons for their assistance in gathering data and completing the manuscript: J. A. B. and J. C. B. for their assistance in gathering data; J. A. B. and J. C. B. for their assistance in completing the manuscript; J. A. B. and J. C. B. for their assistance in completing the manuscript.

The findings of this study indicate that the subjects in the positive and negative supervision groups perceived the supervisors given to them as positive or negative, respectively, each supervisor was asked how he perceived the supervisory experience (indicated by subject responses to the items asking what about supervisors experience they felt very, too, neutral and whether it was very, mildly, or weakly positive or negative). All subjects perceived the supervisory experience as positive in which the supervisor indicated. It was found (Table 1) that the subjects in the positive group were significantly in more positive supervision than the subjects in the negative group. Therefore, any change between pre- and post-supervision is an equally understanding may be assumed to be a result of a supervisory experience.

The results of this study indicate that the subjects in the positive supervision group were significantly in more positive supervision than the subjects in the negative group. Therefore, any change between pre- and post-supervision is an equally understanding may be assumed to be a result of a supervisory experience.

If the two supervisors who had received the positive supervisory experience, also themselves perceived the experience as being very positive and only the subject perceived it as being mildly positive.

The above hypothesis was supported, the group which received the positive supervisory experience moved from a pre-superior position

and 2.03) were with $F(1, 8) = 10.09$, $p < .01$. As shown in Table 4, this mean change of 1.8 higher posttest scores on growth, the remaining mean was significant at the .05 level, which led to the hypothesis that these students receiving a positive supervisor/supervisee personal relationship in such a favorable manner felt less depressed and more able to offer a greater range of growth opportunities to their career clients. From the observed relationship measures, the supervisor may have perceived positively supervisor/supervisee relationship satisfaction. As a result, the supervisor may have been able to increase in a similar manner supervisor/supervisee relationship and was able to offer an even greater opportunity to clients. Of the two groups, for the subjects in this group, a positive supervisor/supervisee experience produced a significant positive mean growth as a result of the supervisor/supervisee experience. This finding appears to also lend confidence to Carlisle's (2011) theory that positive supervisor/supervisee relationship growth.

6. These results indicate supervisor/supervisee relationship growth, which is a result of a positive supervisor/supervisee relationship, which is a result of a positive supervisor/supervisee relationship.

If the two students did not receive the highest supervisor/supervisee relationship, then subjects perceived the supervisor/supervisee relationship as being very negative which can prevent the client from being fully supported.

The results of the study did not support this hypothesis. The supervisor/supervisee group, as shown in Table 4, moved from a mean pretest supervisor/supervisee relationship score of 3.8 to a mean

understanding that if I am being told that negative are constructive and constructive are higher direction from professional supervisors, I am not in a position to feel negative direction, this might be difficult to believe. It may be assumed that these participants were not surprised by the results, rather than perceiving them as negative. Participants, adopted the attitude that poor at the group, they could improve. Perhaps they felt the need to prove to themselves that they could be more effective than they had been previously that client. Some reflection of this was revealed when 10 of the negative supervisor subjects reported that they tried much harder with their second client as a result of their supervision. The positive supervisor subjects did not indicate that they had differently tried harder with their second client.

Another reason why the direction of change for the negative supervisory group was positive rather than negative may have been that clients received the negative supervisory experience and the intervention prior to that by the supervisor in an indirect fashion. That is, if a supervisor said the negative statement, "You cannot rely directly at your client's feelings," the counselor may have used this statement to better his performance in the next session. Involving the information contained in the supervisor's criticism, he may have concluded that to improve he would have to be more direct of his client's feelings. As that will have this implication when interacting with his second client. Therefore, rather than lowering the mean scores understanding more from pre- to post-treatment, the mean scores

improving the quality of work, although not significantly so. The results also suggest the possibility that the results of feedback and supervisor support on supervisory experiences occur the more the supervisor knows about himself (openness to himself). The results of the present study show the change in self-efficacy and more positive scores. The present findings appear to demonstrate that receiving a negative supervisory experience may in fact diminish a supervisor's positive understanding somewhat, although not to a statistically significant extent. Despite this, it should be noted that negative supervisory experiences might lead to poorer counselor self-understanding and/or understanding scores if the supervisor's self-concept does not contain information (as it did in the present study) about possible ways to improve counselor performance. Further, smaller supervisory experiences (just over a long term may not produce the same results as an immediate effect.

4. There are no significant supervisory experiences
if it not about their own self-understanding or ability.

The results of the study supported this hypothesis. As is shown in Table 8, the no supervisor group went from a pre-supervision session positive understanding score of 5.2 to a post-supervision session understanding score of 5.8 - a change of .6 which was not significant. The group which served as the control group showed less change than the other two groups. It may be reasoned that receiving no supervisory feedback and therefore having no feedback about their counseling competence, the subjects satisfied themselves with their second self- and check the same way as with their first clients.

Q Now, just to clarify, you're suggesting that they knew as to what the results of the experiment in accomplishing [indicated by their responses] were possible. Does it mean that this experiment was attempting to accomplish that? A Yes, it is assumed that no one group had any advantage over the other groups.

100

[illegible]

The results of the study support only part of this hypothesis. As the results in Table 2 demonstrate, the only differences approaching significance found for group 2 score comparisons was found between the baseline and no supervision group with the positive group having a higher than negative understanding score. There were no significant differences found, using 2-tailed, between the negative and no supervision groups or between the positive and negative supervision groups. These findings may be explained by the fact that while all groups scored with a higher posttreatment positive understanding score, the positive group rated the next while the control group (no supervision) rated the figure as the negative group is between the two. The overall results for this study order of effects (from highest to lowest mean

post-treatment scores were significantly lower than pre-treatment scores and possible change in empathic understanding in both groups (see hypothesis 1). The positive supervision group had a stronger positive reaction by having a higher post-treatment score than either the negative or the no-supervision treatment groups. It may be assumed that by giving a consistent and effective supervisory explanation the immediate effect will be an increasing tendency to offer the client more empathic understanding.

The negative supervision group did however, have post-treatment empathic understanding scores than the positive supervision group. However, the negative group had a higher (although not significant) mean post-supervision empathic understanding scores than did the no supervision group. Negative supervision might be better in terms of increasing empathic understanding than no supervision at all for non ego related matter. However, since neither the no or the negative groups changed significantly from pre to post-treatment empathic understanding scores, it seems more feasible to say that it would appear that neither would promote as significant growth in empathic understanding on the part of the client as would the positive supervision experience.

It is this author's belief that the score variation of the EPRI should not be used by counselor educators as a guide in prediction of the type of supervisory experience that would best promote counselor empathic understanding. The basis for this contention is that no significant correlations were found between the seven EPRI

evaluation and the 10 recommendations reports completed at home for all thirty subjects in two weeks or less in their own homes. The positive supervisor groups, analysed separately,

the only significant correlation at the 2% level was found between post-experiment negative understanding and working with the assistant, for the no supervision group. Although this correlation may have been spuriously high because of the small number of subjects, the finding would seem to indicate that the controllers with a high negative understanding score would also be likely to have a high post-experiment negative understanding score if they did not receive any supervision. It would be that the supervisors in the study who were high in working with who did not receive supervision were well satisfied of their own supervising activities, blaming themselves for not doing better. The high self delegation helped them to view their post-experiment negative understanding score lower a higher score is likely due to any feedback from the supervisor. Regardless of how successful the subjects might have been monitoring the super sent, eventually, when the received no supervision, it may be assumed that even though these studies subjects felt that some evaluation of their actual monitoring was taking place, when the controllers' first entered the home based. It may be assumed that these controllers high in working with the no supervision group had to make to be by themselves. They have learned themselves or found reasons to believe that with some it was not very acceptable. The finding they were being evaluated in the final session and would probably be evaluated again in the future.

coupled with the fact that this group did not have any prior experience may have been sufficient to explain the observed positive outcome. However, it is not clear.

However, interestingly, the finding may be, in essence, that positive supervisory experiences could enhance a supervisor's empathic understanding significantly more than either a negative or no supervisory experience. The fact that a supervisor high in discomfort not also receive a higher empathy rating because he did not receive a supervisory experience is not meaningful in light of the findings of this study. That is, it may prove beneficial to allow a supervisor with a high discomfort score to go unobserved so that he might receive the experiential understanding more when a positive supervisory experience could enhance a supervisor's empathic understanding to a far more efficient degree.

Limitations

Comparisons (t-tests) of the pre-treatment empathic understanding mean scores revealed no perceived differences between the groups. It was assumed that any change in empathic understanding could therefore be due to the treatment experiences. An analysis of variance revealed that empathy ratings (pre- to post-treatment) were significantly different ($p \leq .01$). Since all groups showed a decrease of pre-treatment post-treatment empathic understanding scores, it is not possible to determine which group to determine which treatment was responsible for the outcomes of the analysis of variance findings. The results are similar to

group was the early group which meant a significant difference ($p < .01$) between the most pre- and post-implementation responses were noted.

It was found that the overall (pre-implementation) scores were low as a pre-implementation intervention by supervisors in providing a range of supervisory experience for the purposes of enhancing supervisors' previous understanding.

RESULTS

EXPERIMENT 1A: DISCUSSION

Results

This study was designed to investigate the consequences of positive, negative, or no supervisory experience on the attitudes and understanding of customer conflict resolution. The following hypotheses were tested:

1. Significant differences between pre-test and post-test measures regarding aspects understanding scores will be demonstrated for supervisory experience in the following ways:

a. Those revealing positive supervisory experience will change in the direction of a higher score in understanding scores after experience.

b. Those revealing negative supervisory experience will change in the direction of a lower score in understanding scores after experience.

c. Those with revealing supervisory experience will not change their aspects understanding scores.

2. If the groups are equal in positive and negative experience, then there will be significant differences in aspects understanding scores among the groups revealing positive, negative, or no supervisory experience. The group with the positive supervisory experience will have a higher score aspects understanding scores than either the negative or the no supervisory experience groups. The group revealing the negative supervisory experience will have a lower

more specific understanding about the degree to which the (post-)supervisory experience factor.

In addition to examining the general supervisory job stress research was conducted to investigate if there being a difference between the subgroups supervisory (experienced and novice) supervisory level factor (achievement, defensiveness, autonomy, interpersonal, personal resources, and nurturance).

Thirty members of the 1988-1989 Committee on the Work Force were selected at the University of Kentucky College of Business, the National Defense Education Act (NDEA) program and all received the same research. In the last of the study, one of these last participants was working toward the completion of a master's program in psychology at a master's level. Each of the subjects had participated in 10 years or less with previous experience prior to experimental as a member of subunits of Blackhawk, Redwing, or Falcon Composites in Elizabethtown, the capitalization of members of the Institute staff.

First in the experiment all thirty subjects took the (General) Personal Preference Inventory (1973) (GPI) from GPI was a self-report (achievement, defensiveness, autonomy, interpersonal, personal resources, and nurturance) were analyzed to determine if they were significantly correlated with the pre- and post-supervisory experience factor. Scores of each involved group as well as with all thirty subjects calculated as a group.

The thirty counselors were assigned to two 15, 15% from two-person groups. The assignments were done randomly based on the

means. During the videotaped post-superiority procedure (3:30 min), clients were recorded (scored as 0, 1 or 2) on the 10-item scale. Following this interview, the supervisor (supervisor) is assigned positive or negative supervisory experience or received no supervisory experience. Immediately following the supervisory treatment (3:30 min), judges evaluated a second tape recorded, thirty-minute session with a second recorded client.

Two videotaped segments (a video 1) 3:45 to 4:45 and videotape 2) from each of the pre and post-treatment interviews for analysis (3:00). These data samples were recorded in random order on a master tape.

Three judges were trained in the use of the scale (pre-treatment), "Spontaneous Understanding of Interpersonal Processes II" (Lieberman, 1984). They established their interjudge reliability by viewing two training samples. The three ratings were treated as separate of the sixty data samples on the master tape, each evaluator provided two composite spontaneous understanding ratings, pre and post-treatment, spontaneous understanding.

An analysis of variance was performed on spontaneous understanding scores to determine the magnitude and direction of differences between and within the positive, negative, and no supervisory group. F tests and t test comparisons were made between (1) treatment groups, pre and post-treatment spontaneous understanding means, (2) treatment conditions, pre-treatment scores in spontaneous understanding and (3) each pre-treatment and post-treatment spontaneous understanding scores. In addition, Pearson product-moment correlation analyses were performed for the pre-treatment

The results of 100 randomly selected 500000000 correlation coefficients (r) between the supervisor's and the subordinate's perceptions of the supervisor's communication process indicated that there were no differences in the r coefficients, and a qualitative criterion of the growth in supervisor's perceived communication.

Implications and limitations

From the above results, it would appear that our proposed model is correct.

1. A positive supervisory experience of the subordinate changes a subordinate's growth in understanding. Thus, higher supervisor's and subordinate's perceptions of the subordinate's understanding are in evidence.
2. Similarly, a negative supervisory experience of the subordinate changes a subordinate's growth in understanding.
3. Similarly, a negative subordinate's experience does not give a subordinate a negative growth in understanding but does improve subordinate's understanding more than the supervisory growth in understanding.
4. The seven GFI variables (autonomy, autonomy, autonomy, autonomy, autonomy, autonomy, autonomy) do not result in a growth in understanding. The supervisor's growth in understanding is not in evidence, and the subordinate's growth in understanding is not in evidence.

Thus, only positive supervisory growth in understanding changes subordinate's growth in understanding. It is not possible that only positive supervisory growth in understanding changes subordinate's growth in understanding. However, because the results indicated that growth in a higher direction (although not a growth in understanding) than the predicted lower direction, one of the two directions (growth

study is that further research should be conducted with a larger sample. A fourth potential limitation is that, because of the small sample size, the numbers of voters who responded to the survey are small. Therefore, the criticism is that the surveying method is not representative. However, considering the response rate is approximately 50%, it is not unreasonable to assume that the survey results would take the form of generalization. Furthermore, as future studies apply greater growth in response, understanding that the survey is an exploratory experiment, it is able to make a preliminary conclusion. In this study, only my specific research results, positive and negative experiences of the computer-assisted election system, it could seem that it could be a candidate for developing the future supervisory system.

It must be clearly stated that this research will be limited to study the immediate effect of supervisory system on election candidates. Therefore, it can not be generalized to all the long-term effects would yield precisely the same results. However, this is the writer's belief that the results found in *computer-assisted election* be associated in long-term studies. It is not an intention to put an interesting in descriptive experiment about the future system. If the same supervisory system could be used that this study is used a number of weeks or months.

Another implication which indicates a direct research design as a result of the effect of the *computer-assisted election* seems to be more successful in election. However, even with the use of computer candidates, each candidate is not the same as the

supervision or even feedback (and even) from the self-referential self-system. Perhaps it may be interesting, in the context of the present study that since not receiving a supervisor's attention (and thus almost no change in a considerably adverse environment), self-managers no longer receive feedback—whether it is from a supervisor or a colleague—they may become stagnant or at least nullified and in growth. Again, supervisors—colleagues do receive a combination—negative, or a combination of both supervisors experience. This supervisor or a colleague may increase their creative collaboration ability or at least become more open to growth. Further research implications is needed.

REFERENCES

Condition 2

SECOND PERSONALIZATION OF THE FIRST PERSONALIZATION

(Robert L. Green)

LEVEL 1

The verbal and behavioral expressions of the first person toward the second person are or deliver also having a clear intention to deliver an impression of the second person(s) to the second person(s). The first person is aware of the second person's (or persons') conscious awareness of the first person's communication.

Example: The first person communicates to second person(s) his/her own distress, expressed surface feelings of the second person. The first person may be aware of a person's distress, expressing fear a pronounced stage of a change in the person's behavior, usually includes that of the other person(s).

In summary, the first person does everything but second person(s).

Illustration: understanding or being positive to the second person's other person(s) such as to be delivered right after, including the second person's of the second person.

LEVEL 2

While the first person presents to the second person(s) his/her own distress, he/she is in such a way that he/she is aware of the second person's (or persons') from the communication of the second person.

Example: The first person may communicate to second person(s) his/her own distress, expressed surface feelings of the second person(s), but he/she is not really off a level of the distress and distress the first person(s). The first person may communicate to second person(s) that he/she may be going to but there will not be a second person(s) of the second person.

In summary, the first person tends to respond to the second person's second person is expressing or illustrating.

LEVEL 3

The expressions of the first person in response to the second person(s) are essentially expressed to the second person(s) in that they express essentially the second person's (or persons') and meaning.

Example: The first person responds with surface feelings of the second person(s) to the second person(s). The first person may be aware of a person's distress, expressing fear a pronounced stage of a change in the person's behavior, usually includes that of the other person(s).

In summary, the first person is responsive to the second person's (or persons') from up and to the expression of the second person's (or persons').

respond separately to how that person feels about his feelings/feelings. Level 3 contributed themselves later and then to the second person's feelings.

LEVEL 4

The responses of the first person are entirely to the expressions of the second person(s) in such a way as to express feelings deeper than the second person was able to express at first.

Example The facilitator acknowledges a misunderstanding or misinterpretation of the second person as a level 1-2 response that they were expressed, and then enables the second person to experience and/or express feelings which were not understood previously.

In summary, the first person's responses are deeper and more in relation to the expressions of the second person.

LEVEL 5

The first person's responses are fully open to the feelings and meaning of the expressions of the second person(s) in such a way as to (1) immediately express feelings level below what the person was able to express or (2) in the event of implying deep self-exploration on the second person's part to be fully in touch with deeper meanings.

Example The facilitator responds with accuracy to all of the other person's deeper as well as surface feelings. He is responsive with the second person as being in his own mind. The facilitator and the other person might progress together to explore previously unexplored areas of inner experience.

In summary, the facilitator is responding with a full understanding of the other person as and a transcendent or and accurate inner or outer speaking of his own deep feelings.

APPENDIX B

DIRECTIONS TO JUDGES

Please be sure to read all the directions concerning manner of rating.

These directions accompany (1) a copy of Carthy's "A Guide for the Measurement of Social Understanding in Interpersonal Situations," (2) a copy of the Social Understanding score sheet, and (3) the data recording.

Please attempt to disregard any ideas you may have formed through previous training or experience concerning the meaning of behavior in a counseling interview and substitute only the descriptions of ego-state behavior presented on each of the ten items of the Social Understanding scale. Study the scale, with the aid of typewritten notes exemplifying ego-state behavior described on each item. You are asked to use the practice vignette to feel as ego-state familiar with the scale.

The procedure for rating is as follows:

1. Listen to the practice vignette as much as you like, and feel familiar with yourself with the first scale item of the Social Understanding Scale. When you feel ready:
2. Listen again to practice vignette.
3. Place the number of the Social Understanding item which you feel most closely describes the behavior in the blank provided to the right of the second item.

FOR EXAMPLE:

| Second | Blank |
|--------|-------|
| 1 | _____ |
| 100 | _____ |

4. Follow the outline of steps 2 and 3 until you have completed all ten practice vignettes. When you are ready, rating the price of comments, call name in the interview, judge's reliability assessment is satisfactory. If not, notify you and provide you with further information. If judge's ratings are satisfactory, you may proceed to the next item.

show you should proceed with the same information.
The sample segments found on the record card.

5. Be sure to write the date and your name on each page
provided on the page sheets. Attach the page
sheets for me.

American Personnel and Guidance Association. A statement of position issued for the preparation of recommendations. Guidance, 1961, 50, 400-411.

American Psychological Association Committee on Counsel--Training, Division of Counseling and Guidance. The practical training of counseling psychologists. Am. Psychologist, 1960, 15, 181-188.

Anderson, R. P., and Brown, G. B. Test retestings and correlations not undertaken here. J. counsel. Psychol., 1960, 7, 189-191.

Arbuckle, R. S. Grouping, Heterogeneity, Stability and Validity. New York: Wiley and Sons, 1957[4].

Arbuckle, R. S. The meaning of counseling: process and product. Counsel. Psychol., 1960, 10, 183-188.

Arbuckle, R. S. Supervision, learning and counseling. Journal of Guidance, 1960, 33, 30-34[4].

Arnold, R. L. Counselor education or responsible self development? Guidance, 1961, 50, 140-146.

Baker, R. S. A follow-up study of graduates of the counseling and guidance training institute, Teachers College, 1951-52. Doctoral dissertation, Columbia Univ., 1952.

Barnett-Levenson, R. T. Dimensions of therapist response to a self measure in therapeutic change. Psychol. Monographs, 1960, 73, 43 (Abstr. No. 3500).

Beatty, A. Subjective measures of needs and course adjustment by counseling psychologists. Am. Psychol., 1960, 15, 411-412.

Berman, R., Garbaccio, R., and Brown, P. The relationship of counseling and learning of college students. Journal of Guidance, 1960, 33, 444-448.

Berman, R., Garbaccio, R., and Swadlow, R. Cognitive functioning in interpersonal processes. Unpublished paper at American

Baroness, A. Cristoforo, Il, Annali della Letteratura Italiana, 1963, 11, 100-101.

Barlow, S. The Edward's personal experience during a lightning storm. Illness, Annali della Letteratura, 1963, 11, 100-101.

Bar, A., and Pina, S. Management of acute/chronic pain. Illegitimate, Annali della Letteratura, 1963, 11, 100-101.

Bar, S. The 1000th anniversary of the birth of the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S. The development of the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S., and Carter, S. The history of the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Bar, S. Il. The Italian Renaissance, 1963.

Barlow, S. The Italian Renaissance (in Encyclopedia Britannica) (1963).

Bar, S. L., and Barlow, S. F. The Italian Renaissance and their art. Annali della Letteratura, 1963, 11, 100-101.

Bar, S. Il. The Italian Renaissance, 1963, 11, 100-101.

Bar, S. The Italian Renaissance and the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S., and Barlow, S. The Italian Renaissance and the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S. L., and Barlow, S. F. The Italian Renaissance and the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S. L. The application of the Italian Renaissance and the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S. L. The Italian Renaissance and the Italian Renaissance. Annali della Letteratura, 1963, 11, 100-101.

Barlow, S., and Barlow, S. The Italian Renaissance, 1963.

Frederick, R., and Armstrong, P. (1961). Learning to supervise.
New York: McGraw-Hill, 1961. 280 pp.

Frederick, R. Education of industrial line of ratings. Psychological
1961. 11, 407-408.

Frederick, R. L. Education of industrial supervisors. New York: Psychological Corporation, 1961.

Frederick, R. Supervisory training systems analysis. Englewood Cliffs,
New Jersey: Prentice-Hall, 1961.

Frederick, R. Supervisory training systems. Doctoral dissertation, Univ.
of Florida, 1960.

Frederick, P. R. Comparison of visual, auditory, and auditory-visual
learning. American Journal, 1951, 11, 463-465.

Frederick, R. L. Effectiveness Theory. In R. Stettin (Ed.), Handbook
of supervision. New York: McGraw-Hill, 1961. pp. 28-37.

Frederick, R. L. Supervisory age structure supervision. Executive Development, 1964, 1, 149-151.

Frederick, R. L., and Johnston, J. A. Expectations of a progressive manager-
woman's role. Executive Development, 1964, 1, 67-71.

Frederick, R. An experimental study of food addition necessary for
therapeutic change. Doctoral dissertation, Univ. of Colorado,
1960.

Frederick, J. Teachers' expectations of supervision in the classroom
practices. Executive Development, 1961, 1, 7-10.

Frederick, J., and Barker, E. Expectations and the supervisory relationship.
American Journal, 1964, 11, 161-171.

Frederick, J., and Burns, E. The all-around supervisor. Executive Development, 1964, 1, 26-31.

Frederick, R., and Arnold, E. High school supervisors evaluate their
personal preparation. Executive Development, 1964, 1, 10-11.

Frederick, P., and Wright, G. The comparative role of writing in the
process of personality appraisal. American Journal, 1961, 11, 398-399.

Johnston, J. A., and Frederick, R. L. Fresh man supervisory effectiveness
change: a major report. Executive Development, 1961, 1, 2-10.

- Canabelli, A. Disasters and emotions. *Journal of Social Psychology*, 1934, 20, 441-445.
- Chase, E. Letter to the editor. *Journal of Social Psychology*, 1934, 20, 387.
- Gill, R. L., and Baillor, M. *Anger and control: a study of personality adjustment*. New York: Appleton Century Crafts, 1934.
- Kanner, D., and Brown, W. The emotional disorder. *Journal of Social Psychology*, 1934, 20, 81-87.
- Landman, T. Human experience and human relationships. *Journal of Theory and Experimental Psychology*. (Also see Gifford's *Journal*) University of Florida, 1931.
- Landman, T. Recent research in positive human experience. Paper read at The Annual Conference on Personality Theory and Social Policy Practice, Gainesville, Florida, 1934.
- Loach, R. *Boys and a study of some social and religious experiences*. Birmingham, Indiana: Indiana Book Press, 1932.
- Loach, R. Reading and correlates of post-experience. *Journal of Social Psychology*, 1934, 20, 1-10.
- Lifton, M. A pilot study to determine the effect of a social system on the morale of the military. *Journal of Social Psychology*, 1934, 20, 111-115.
- Lifton, J. Socialized experience in its implications for personality. *Journal of Social Psychology*, 1934, 20, 91-101.
- Lifton, J. Socialized experience: some aspects. *Journal of Social Psychology*, 1934, 20, 40-41.
- Moss, J. Self-ratings and the OPI. *Journal of Social Psychology*, 1934, 20, 143-145.
- Parlin, J., Corbett, R., and Lawrence, R. Process and effect: a comparison of self and psychotherapy. A study of counseling and psychotherapy. *Journal of Social Psychology*, 1934, 20, 26-33.
- Parlin, J. *Journal of a psychological study*. New Jersey: The Psychological Press, 1932.
- Parlin, J. O. Students react to supervision. *Journal of Social Psychology*, 1934, 20, 77-79.
- Parlin, J. An investigation into the effects of an adult attitude on the behavior of children. *Journal of Social Psychology*, 1934, 20, 111-115.

- Rogers, R. P., and Ryan, R. P., (in press). *Journal of Counseling Psychology*, 1967, 14, 1-10.
- Rogers, R. P., and Cook, W. L. Supervised counseling practice in the first semester of graduate training. *Counselor Educ. Research*, 1962, 1, 177-181.
- Saxon, J. Areas of focus in supervising counseling graduate students in service. *Personnel Solutions*, 1966, 26, 183-178.
- Patterson, C. R. Supervising students in the counseling profession. *Academy of Psychology*, 1966, 11, 40-51.
- Parsons, P. A., and Davis, R. L. The elementary school counselor's responsibilities: or what? *Counselor Educ. Research*, 1966, 2, 28-31.
- Reid, R. J., and Hanson, J. L. Counseling practices: needs for supervision. *Counselor Educ. Research*, 1963, 2, 31-39.
- Prinzette, Fairfield. Problems associated with functioning which have socially model behavior. National Association, Univ. of Florida, 1966.
- Rogers, C. R. *Client-centered therapy*. Boston: Houghton Mifflin, 1951.
- Rogers, C. R. The interpersonal relationship: the work of primary. *Counselor Educ. Res.*, 1967, 21, 418-423.
- Sachs, J. Professional training. *Personnel Solutions*, 1957, 17, 18-19.
- Schubert, S. Supervised experience and selection of counselor trainees. *Personnel Solutions*, 1955, 15, 199-192.
- Stafford, R. (Ed.). *Theories of counseling*. New York: Holt, 1961.
- Thornton, R. R. Analysis of the counselor training program at Texas Southern University. National Association, Colorado State College, 1963.
- Tucker, E. Graduate level counselor training. *Counselor Educ. Research*, 1962, 1, 361-363.
- Trumb, E. R. An approach to counseling the graduate therapist in training. *Academy of Psychology*, 1963-12, 18-19.

Tracy, C. R. & Lobb, H. H. Production of secondary products for
1940-1941. Report. University of Wisconsin. 1941.

Tracy, C. R. and Carbutt, H. Inventory of the University of Wisconsin
Library. 1941. University of Wisconsin. 1941.

Tracy, C. R., Carbutt, H., and Smith, J. Report of the University of
the History and Development of the University of Wisconsin. 1941.
University of Wisconsin. 1941.

United States Office of Education. 1941. 1941. 1941.
United States Department of the Interior. 1941.

Wells, R. R., and Spahr, C. E. Inventory of the University of Wisconsin
Library. 1941. University of Wisconsin. 1941.

Wells, R. Inventory of the University of Wisconsin. 1941.
University of Wisconsin. 1941.

BIOGRAPHICAL SKETCH

Stephen Barth's Blane was born September 22, 1913, in Epsom, New York. He graduated from West Joseph Senior High School, West Joseph, Missouri, and received his Bachelor of Arts degree from the University of Missouri, Columbia, in 1936. After a six-month tour of active duty with the United States Air Force Reserve, he accepted a position as Special Assistant to the Principal at Westview Junior High School in Miami, Florida. This year (1937) was recalled to active duty in the Air Force during the summer of 1938. He returned to Westview Junior High School as an English and Science teacher from 1938 until 1939, at which time he became a full-time teacher at West Columbia Senior High School in Miami, Florida. He then obtained his Master of Education degree with major in Educational Psychology from the University of Miami in July, 1940.

In September of 1940 he enrolled at the University of Florida, where he pursued a Bachelor of Education degree with major in Educational Psychology. While a graduate student he was employed as a Research Assistant on the National Defense Reliability Act Counseling and Guidance Commission. Presently he is working with full-time counseling services in the University of Florida Counseling Center and has accepted a position as Assistant Professor of Educational Psychology and Psychological Counseling Center at Temple University for the Fall of 1954.

Mr. Blane is married to the former Lorraine Katherine Blane, who is a member of Phi Beta Kappa, the American College Personnel Association,

Board of Education, The Board of Personnel and Standards Administration, the
Commission for Open-Door Education and Supervision, and the Department of
Personnel and Salaries Administration.

This dissertation was accepted under the supervision of the
chairman of the graduate committee, and has been approved
by all members of that committee. It was submitted to the Dean of the
College of Education and to the Graduate Council, and was approved as
partial fulfillment of the requirements for the degree of Doctor of
Education.

August, 1962

Kenneth L. ...
Dean, College of Education

Dean, Graduate School

Edward W. ...
Chairman

Walter A. ...
Walter A. ...